

NOVEL/BOOK-LENGTH WORK (Fiction, Non-Fiction, Drama) PROPOSAL

Proposal Request Information

Prior to filling out this form, please read the [Novel Adoption Proposal Checklist](#) (scroll down to novel section) with pertinent policies regarding novel selection and adoption.

FOR DISTRICT USE ONLY FINAL COMMITTEE RECOMMENDED APPROVAL GRADE LEVELS:	7th and up
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Section I

To be filled out by requesting educator:

Ia. REQUESTOR AND REVIEW TEAM INFORMATION

School	Sagewood Middle School	
Date	11/10/23	
Requesting Educator Name	Graig MacHendrie	
Requesting Educator Email	dgmachendrie@dcsdk12.org	
Novel Adoption School Process Manager Name	Graig MacHendrie	
Novel Adoption School Process Manager Email	dgmachendrie@dcsdk12.org	
Proposal Review Team Member	Reviewer's Name	Contact Information - email
District Coordinator	Tracie King	tking@dcsdk12.org
Colleague	Jeanie Johnson	jjohnson8@dcsdk12.org
Parent #1	Betty Kelly	betty.kelly24@gmail.com
Parent #2	Laura Pflughardt	lauraaes8@yahoo.com

Ib. BOOK INFORMATION

Title of proposed book	Flesh & Blood So Cheap: the Triangle Fire and its legacy
Author (s)	Albert Marrin
Publisher	A Yearling Book
Edition	1st

ISBN number	0553499351
Copyright date	2015
Course and/or subject area in which work will be used	ELA
Grade level(s)	7th
Lexil Level Score (If you are unsure, please visit https://hub.lexile.com/fina-a-book/search)	1000L
Dates the book information was displayed at the school and posted on the school's website (2 week min.)	Posted book in the library on February 5, 2024 Posted book on website on February 8, 2024 (Parent Central book Adoptions)
Date the book was communicated to the School Accountability Committee?	Email sent on February 8, 2024

Ic. NOVEL DESCRIPTION

Please write a brief description of the novel in your own words and how it relates to the content and age group of students using this proposed book.

This novel will be used with our 7th-grade students in connection with the Studysync curriculum. Unit 2 - Highs and Lows

Flesh and Blood So Cheap is a story of immigration and hard work to make it in a new country, as Italians, Jews, and others traveled to America to find a better life. It is the story of poor working conditions and greedy bosses, as garment workers discovered the endless sacrifices required to make ends meet.

Id. ALIGNMENT WITH DCSD'S CURRICULUM

Please write a detailed description of how the novel **aligns to DCSD's Curriculum - Colorado Academic Standards (CAS) and Essential Skills:**

(Please cite the specific CAS Grade Level Expectations and if applicable, the Evidence Outcomes (EOs) the novel will help address).

Reading Standards (CCSS RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.10):

- Students can use "Barrio Boy" to cite textual evidence supporting analysis of the text (CCSS RI.7.1).
- The memoir offers opportunities for students to determine central ideas and analyze their development (CCSS RI.7.2) as well as analyze interactions between individuals, events, and ideas (CCSS RI.7.3).
- The book can be used to help students determine the meaning of words and phrases as they are used in the text (CCSS RI.7.4).
- Given the cultural and historical context of the memoir, it may contribute to students' ability to read and comprehend literary nonfiction (CCSS RI.7.10).

Speaking and Listening Standards (CCSS SL.7.1.A, SL.7.1.C, SL.7.1.D, SL.7.2, SL.7.3):

- Classroom discussions based on the book can help students come to discussions prepared, pose questions, respond to others' questions and comments, acknowledge new information, and qualify or justify their own views (SL.7.1.A, SL.7.1.C, SL.7.1.D).
- Analyzing the main ideas and supporting details presented in the memoir (SL.7.2) and delineating the speaker's argument and claims (SL.7.3) can be achieved through discussions and presentations related to the book.

Writing Standards (CCSS W.7.1, W.7.2, W.7.2.A, W.7.2.B, W.7.3):

- Writing assignments can focus on developing arguments to support claims with clear reasons and relevant evidence (W.7.1).
- Students can write informative/explanatory texts examining themes, concepts, and information, as well as developing topics with relevant facts, details, and examples (W.7.2, W.7.2.A, W.7.2.B).
- Narrative writing assignments can help students develop real or imagined experiences or events using effective techniques and well-structured sequences (W.7.3).

Ie. RECOMMENDATIONS

Three recommendations, referrals or reviews must be included. Please use professional reviews (reviews from the School Library Journal, Kirkus, Booklist, Publisher's weekly etc.). The District Library Media Center will be happy to direct you to these sources. List the sources of the reviews below and attach copies of all reviews.

Review #1

Booklist starred (April 1, 2011 (Vol. 107, No. 15))

Grades 7-10. At the core of this landmark look at labor history is the detailed drama of the notorious 1911 Triangle Shirtwaist Factory fire, in which 146 workers died. Most of the victims were immigrant women between the ages of 14 and 23 who were burned or suffocated behind locked doors or who perished when they tried to escape the flames by jumping from windows. Their catastrophic deaths lead to changes in U.S. working conditions and fueled a campaign for union rights. This volume's excellent early chapters focus on the personal histories of the victims, many of whom were Russian Jews and Italian Catholics, and examine why their families left Europe, the passage to America, and life in New York City's tenements. Following chapters delve into the horrifying factory conditions that led to the fire. The highly readable book design features black-and-white photos on every double-page spread as well as newspaper accounts and biographical profiles, including those of leading protesters, such as Jacob Riis and Rose Schneiderman. Marrin further expands the discussion with disturbing contemporary parallels to underground sweatshops today. Sure to spark discussion, this standout title concludes with source notes and suggested-reading lists that will lead students to further resources for research and debate.

Review #2

Publishers Weekly (January 17, 2011)

Published to coincide with the centennial anniversary of the 1911 fire that erupted in the Triangle Shirtwaist Factory, this powerful chronicle examines the circumstances surrounding the disaster, which resulted in the deaths of 146 workers, mostly young Italian and Jewish women. Though America represented opportunity for immigrants escaping religious persecution, disease, and natural disaster, New York City was sharply divided between the elite and those who, Marrin modestly writes, "lived more simply." B&w photographs and illustrations reveal immigrant families' impoverished living environments, while testimonials describe the "humiliating" work rules and unsafe conditions of factories like Triangle ("Slavery holds nothing worse," expressed one worker). Despite workers' efforts to organize, it took a preventable disaster to enact real change. Marrin (*Years of Dust*) mines eyewitness accounts of flaming bodies, and also imagines a victim's horrific internal monologue: "If I jump, my family will have a body to identify and bury, but if I stay in this room, there will be nothing left." A concluding description of a Bangladeshi garment factory fire in 2010 offers contemporary parallels. Marrin's message that protecting human dignity is our shared responsibility is vitally resonant. Ages 10-up.

Review #3

Horn Book Guide (Fall 2011)

Marrin details the social, political, and economic forces surrounding the catastrophic Triangle Shirtwaist Fire of 1911. The book isn't just about the disaster; copious historical context is presented with a high level of detail about various aspects of life for poor working immigrants. Archival photographs also help provide a sense of the times while putting faces to the tragedy.

SECTION II: Review Team Information

Each review team member will complete an individual section for a formal review of the book based on your stakeholder perspective. All members of the site review team **MUST read** the proposed novel/book **prior submission to the Curriculum, Instruction and Assessment Director.**

IIa. EVALUATION of Book (to be completed by requesting educator)

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	If taught in chunks with a lot of discussion, I believe the students can actively engage in the text. The students won't have a lot of background knowledge of these experiences unless they are history buffs.
actively engages students through the text	Maybe	I think this book will definitely need to be taught and discussions guided by the teacher for students to actively engage.
Gives an opportunity for all students to access	Y	The book is published in print, e-book, and audio format.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIb. EVALUATION of Book (to be completed by District Coordinator) Tracie King

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	
requires parent permission for students to read the book?	N	
allows students to create meaning and make relevant connections to other knowledge and experience	Y	The teacher will have to engage students and build a connection for them.
actively engages students through the text	Maybe	The book is an interesting read but I'm not sure it will be engaging to middle school students without a lot of prep work by the teacher.
Gives an opportunity for all students to access	Y	The book is available in print, audiobook, and ebook formats.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Iic. EVALUATION of Book (to be completed by a colleague) - Jeanie Johnson

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	This book would be best for 7th and 8th, as the sentence structure, vocab, and history requires more comprehension than elementary background knowledge and development.
requires parent permission for students to read the book?	N	Nothing is problematic or inappropriate for students to read about or look at.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	Students watch enough movies, and have learned quite a bit in Social Studies by the time we teach non-fiction that they can connect other events to this one. They also tend to synthesize information too and better appreciate the simple things this fire has afforded them today. We also try to have a fire expert come in and speak about this specific fire and answer even more questions and help connect with other aspects of society.
actively engages students through the text	Y	We build up the fire in class before we read, so this book would better answer student questions, help students visualize the written word, and allow students to transport in time to comprehend the impact history has on society today.
Gives an opportunity for all students to access	Y	There are pictures, bullet points, glossaries, and simplified explanations about history and culture.
Is in alignment with Board File ADB on Education Equity , AND contributes to an inclusive culture for all students?	Y	This book accommodates all learning modalities and can easily be differentiated for ELD students. Even though this book is about immigrants, the author does a wonderful job acknowledging their struggles to get to America and celebrating the changes they made on American culture, business, and education.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IId. EVALUATION of Book (to be completed by Parent #1) - Betty Kelly

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Y	7th grade and above
requires parent permission for students to read the book?	N	I don't believe parent permission is needed.
allows students to create meaning and make relevant connections to other knowledge and experience	Y	There are a lot of historical events in this book that can further their overall knowledge of what, when, where, and why. It states in depth the things that were going on during this time in history and the importance/relevance of it all.
actively engages students through the text	Y	I think students would enjoy the content of this book to help further their interest in reading as a whole. Is also great for learning historical facts.
Gives an opportunity for all students to access	Y	
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

IIe. EVALUATION of Book (to be completed by Parent #2) - Laura Pflughardt

The proposed novel...	Y/N	Examples/Justification Please be specific and give examples when applicable
is appropriate for the following grade level(s)	Yes	7th and 8th grade would be the best target audience due to reading level, vocab and subject matter.
requires parent permission for students to read the book?	No	Subjects addressed are not of a graphic or troublesome material.
allows students to create meaning and make relevant connections to other knowledge and experience	Yes	Historical based book with ties to different time periods, cultures and events that occurred. Financial explanations relevant to the time with examples of what would be equivalent today.
actively engages students through the text	Yes	Introduces and expands upon actual people that were involved throughout the timeline, helping to gain interest and buy in for readers.
Gives an opportunity for all students to access	Yes	Many pictures and summaries of events throughout the book make it easy and enjoyable to follow along. Glossary in the back is also extensive.
Recommend novel for adoption	<input checked="" type="checkbox"/> Yes - X <input type="checkbox"/> No	

SECTION III: Requestor/Educator & District Coordinator Level Process Review

IIIa. Grade Level Recommendations (to be collaborated on between Requesting Educator & District Coordinator based on recommendations made by the review team)

Place initials in the columns indicating level of recommendation. Complete by initialing for every grade level indicated on the chart below. Please include justification if necessary for the level(s) of recommendation below the chart.

Note: If approved by the Board of Education, this novel can be used by all educators in DCSD. Please consider the use of this book for all PK-12 grades, not just the grade or content you teach.

Grade level	Recommended	Recommended: Requires parent notification and consent: The novel/book may contain some mature content and themes	Not Recommended: Content inappropriate for grade level(s)
PK/K			tk,GM
1			tk,GM
2			tk,GM
3			tk,GM
4			tk,GM
5			tk,GM
6			tk,GM
7	tk,GM		
8	tk,GM		
9	tk,GM		
10	tk,GM		
11	tk,GM		
12	tk,GM		

SECTION V: Signatures/Approvals

Va.

Does the evaluating <i>Educator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Educator Signature <u><i>Sraig MacAendrie</i></u>		

Vb.

Does the evaluating <i>Colleague</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Colleague Signature <u><i>Jeanne Johnson</i></u>		

Vc.

Does the evaluating <i>Parent #1</i> recommend adoption of this book?	YES	NO
Date <u>Feb 26 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#1) Signature <u><i>Betty Kelly</i></u>		

Vd.

Does the evaluating <i>Parent (#2)</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evaluating Parent (#2) Signature <u><i>Laura Pflughardt</i></u>		

Ve.

Does the evaluating educator's <i>Administrator</i> recommend adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Administrator Signature <u>Ben D'Ardenue</u>		

Vf.

Does the <i>District Coordinator</i> certify that the information on this form accurately reflects the process followed at the site.	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Coordinator Signature <u>Tracie King</u>		

Vg.

Does the <i>Director of Library Programming</i> support adoption of this book?	YES	NO
Date <u>Feb 27 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Director of Library Programming Signature <u>Tracie King</u>		

Vh.

Does the <i>DCSD Cabinet Member</i> support adoption of this book?	YES	NO
Date <u>Feb 28 2024</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DCSD Cabinet Member Signature <u>Matt Reynolds</u>		

SECTION VI: Superintendent's Approval

SUPERINTENDENT'S APPROVAL

Does the Superintendent approve adoption of this book?	YES	NO
Date _____		
Superintendent Signature _____		

SECTION VII: Board of Education Approval

BOARD OF EDUCATION APPROVAL

Does the Board of Education approve adoption of this book?	YES	NO
Date _____		
Board of Education Signature _____		

OFFICE USE

	DATE	INITIALS
Approved novel list updated (including recommended grade level)		
Approved form with BOE signatures scanned to CIA folder on District server		